

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 183  
NOVEMBER 20, 2014**

**LEGISLATIVE UPDATE**

RCW 28C.18.060(5) directs the Workforce Training and Education Coordinating Board (Workforce Board) to "... review and make recommendations to the Office of Financial Management (OFM) and the Legislature on operating and capital budget requests for operating agencies of the state training system for purposes of consistency with the state comprehensive plan for workforce training and education."

Board staff reached out to partners and received their budget and policy requests for the 2015 legislative session. Staff then analyzed the requests, which cover the 2015-17 biennium, to identify where they align with *High Skills, High Wages*, the state's strategic plan for workforce development. Included in this tab is a chart showing the budget requests, where they align with goals in *High Skills, High Wages*, and supporting documentation from the agencies. At the October 17 Board meeting, staff were asked to add information to the budget document that includes where the agencies' budget requests align with the Workforce Innovation and Opportunity Act (WIOA), as well as information on the amount the program was funded in the previous biennium (if applicable).

Board staff will present information and analysis from the agencies on their budget requests. Representatives from the agencies included in the chart may speak to their requests at the board meeting.

Board staff have also prepared a draft board advocacy agenda with a list of potential workforce development themes for the Board's discussion and consideration to prioritize engagement and advocacy efforts for the 2015 legislative session.

**Board Action Required:** Discussion and possible action.



# Workforce Training and Education Coordinating Board

## DRAFT 2015 Board Advocacy Agenda

### **K-12 and Youth Issues**

#### **Improve Student Access and Retention**

- Focus on keeping all students on track to graduate on time.
- Fund early warning systems, including tracking credit accumulation.
- Increase student/parent awareness of high school graduation requirements.
- Promote and support expanded dual credit opportunities for middle and high school students.
- Promote policies that maintain high expectations for students to be career and college ready while also allowing students maximum flexibility in meeting those expectations.
- Support CTE equivalencies, work-integrated learning models, and other models (Jobs for Washington's Graduates) proven to reduce dropout and/or re-engage those who have dropped out.

#### **Increase State Support for Comprehensive Career Guidance and Counseling**

- Advocate for a high quality High School & Beyond Plan for all students.
- Increase the Basic Education formula to improve the counselor-to-student ratio at elementary, middle, and high schools, with an increased emphasis on career counselors.
- Promote and support "Career Guidance Washington," which consolidates career curriculum, lesson plans, and web tools on the OSPI website, and replaces the former Navigation 101.

#### **Increased Work-Integrated Learning Opportunities**

- Encourage businesses to participate in job shadowing, mentorships, and other programs.
- Promote better statewide access to quality CTE with embedded work-integrated learning.
- Promote programs that bring together schools and industry to create learning opportunities that include in-class and work site visits, job shadows, internships, and apprenticeship opportunities.

#### **Professional Development for Teachers**

- Advocate for additional time for teacher in-service to develop competencies needed for new academic standards and work-integrated learning models.

#### **Structured and Supported High School and Beyond Plan and Personalized Pathway Plan**

- Advocate for a "Personalized Pathway Plan" that identifies at least one area of career interest, and how that interest will be explored.
- Encourage development of the plans beginning in eighth grade.
- Encourage plans that outline a student's aspirations along with their academic and extracurricular activities/accomplishments.
- Support a review cycle that includes annual updates.
- Support engaging students, parents/guardians, counselors, and teachers in plan development.

### **Workforce Innovation and Opportunity Act (WIOA)**

- Advise the Governor on WIOA plan development and implementation, and the relationship to legislative action and legislatively involved stakeholders.
- Communicate with legislators and staff if statutory changes are needed for full implementation.
- Ensure stakeholders representing business, labor, and service providers have opportunities to engage in every step of the implementation process.
- Provide consistent and clear communication to partners and the Legislature on state implementation.



# Workforce Training and Education Coordinating Board

## DRAFT 2015 Board Advocacy Agenda

### **Adult Workforce Issues**

#### **Address Health Workforce Personnel Shortages**

- Advocate for Health Workforce Council recommendations, including health loan repayment, healthcare apprenticeships and the creation of an Industry Sentinel Network to provide real-time information on healthcare industry needs.
- Increase engagement in health workforce issues by the Legislature.
- Partner with healthcare industry, education, and labor groups to support more balanced distribution of healthcare personnel in urban and rural areas.

#### **Consumer Protection and Viable Education Pathways for Private Vocational School Students**

- Explore new ways to better protect Washington students attending out-of-state online schools (2015 Budget Decision Package item).
- Improve oversight/monitoring of private vocational schools (2015 Budget Decision Package item).
- Inform legislators and staff about the Workforce Board's role in the licensing/regulation process.

#### **Ensure Access to Multiple Pathways for Postsecondary Education**

- Advocate for increased allocation for student support services including completion coaches, career advising, student navigator programs, and mentorships.
- Continue support for less than half-time student eligibility for the State Need Grant.
- Provide information about the viability of multiple pathways for postsecondary education, including apprenticeships, short-term stackable certificates, and all forms of vocational and academic training.
- Support stable, predictable funding for higher education pathways.
- Support the funding of adult basic education programs at the same level as the K-12 funding model.

#### **Equal Opportunities for Veterans & People with Disabilities**

- Actively participate in the work of the Military Transition Council.
- Advocate for expansion of and dissemination of the availability of Prior Learning Assessment (PLA) and credit for military service.
- Continue participation in task force meetings relating to equal access to postsecondary education and employment for people with disabilities.
- Support existing efforts to create crosswalks to ensure streamlined transitions from military to civilian careers, and explore opportunities to encourage similar efforts for additional career fields.

#### **Improve Job Search/ Placement Services for Low-Wage, Unemployed, and Underemployed Workers**

- Advocate for strategies to address employer reluctance to hire long-term unemployed, including training/skills gap support, financial incentives, investing in entrepreneurship and job creation, and trial employment.
- Increase Board involvement in legislative human services committees.
- Support career pathways and wage-progression programs for low-wage adult workers.
- Support proven education models that combine basic education and skills training (ex. I-BEST).

#### **Promote Economic Development by Connecting Workforce Development with Job Creation**

- Actively participate with applicable research, stakeholder work, and the development of recommendations of the Joint Legislative Committee on Economic Resilience of Maritime and Manufacturing in Washington.
- Continue to support industry and sector partnership strategies in education.
- Support implementation of the Computer Science Shortage Strategic Plan to improve the K-12 to postsecondary pipeline, and to create new ways to train workers to meet industry needs.

The following table, prepared by Workforce Board staff, contains specific elements of partner agencies' policy and budget requests for the 2015-17 biennium. The selected budget items have been analyzed by Workforce Board staff, and speak directly to the goals and objectives outlined in *High Skills, High Wages*.

**Partner Agency Policy and Budget Items that Align with *High Skills, High Wages***

<b>HSHW Goal/ Objective</b>	<b>WIOA Crosswalk</b>	<b>Agency/ Executive Request</b>	<b>Title</b>	<b>Description</b>	<b>FY 2015 – 2017 Request</b>	<b>2013 - 2014 Appropriation</b>
<b>Goal 2 Obj. 2</b>	Industry Sector Strategies	Department of Commerce	Foreign Direct Investment	<p>The Department of Commerce requests funding to continue representation in international business development for both export promotion and investment attraction. Foreign Direct Investment representatives generate increased export sales by Washington small businesses and capture an ever-growing number of foreign direct investment projects.</p> <p>In FY13, exports contributed to Washington's economy through sales of \$203 million and projected sales of \$202 million in FY14. The majority of the business recruitment pipeline from FY13 to date consists of international companies. With 55 projects in the pipeline, 38 are international, resulting in the potential creation of 2,675 jobs and \$4.2 billion in investment.</p>	<b>\$250,000</b>	<b>N/A</b>
<b>Goal 2 Obj. 1 Obj. 2  Goal 3 Obj. 2</b>	Industry Sector Strategies	Department of Commerce	Sector Economic Development	Washington launched a sector-based economic development strategy to maximize public-private collaboration for growth in business income, company creation, and employment in high-potential industries. Sector Leads provide links to align business community, local organizations, and government resources. The program was seeded by budget proviso in 2013, and requires additional funding to continue this work.	<b>\$513,500 (plus \$200,000 in contributions /grants)</b>	<b>\$1,400,000</b>
<b>Goal 2 Obj. 1 Obj. 2  Goal 3 Obj. 2</b>	Industry Sector Strategies	Department of Commerce	Tribal Economic Development Specialist	This position would address a request from tribal leaders for targeted economic development assistance from Commerce. This new, dedicated technical assistance and policy position will lead efforts to support tribal economic development. In addition, this position will coordinate a tribal-state economic development committee.	<b>\$308,000</b>	<b>N/A</b>



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<b>Goal 1 Obj. 5 Obj. 6</b>	Title I Chapter 2 Youth Workforce Investment Activities	Department of Social and Health Services (DSHS)	At-Risk Youth Intervention Services	Funding is requested to allow the Department to continue to provide at-risk youth prevention and intervention services. Services include case management, employment services, education services, vocational training, and street outreach intervention services that help youth become healthy and productive members of society.	<b>\$800,000</b>	<b>\$400,000</b>
<b>Goal 2 Obj. 3 Obj. 4</b>	Title IV – Subtitle B – Vocational Rehabilitation Services	DSHS	Increase State Funding for Vocational Rehabilitation Services	Additional funding is requested in order to earn the full amount of federal vocational rehabilitation grant funds available to Washington. By funding this request, the Division of Vocational Rehabilitation expects to maintain rehabilitation and employment services to individuals with disabilities and avoid a loss of federal funds due to a failure to meet state spending requirements.	<b>\$2,500,000 (in new funding)</b>	<b>\$127,000,000 (\$99,000,000 in federal and \$28,000,000 in state funds)</b>
<b>Goal 2 Obj. 3</b>	One-Stop Partner/ Combined Plan Partner	DSHS	Temporary Assistance to Needy Families (TANF) Grant Increase	This request would restore the cash payment standards for the Temporary Assistance for Needy Families (TANF) program to levels in place prior to February 1, 2011, when grants for these programs were reduced by 15 percent.	<b>\$62,000,000</b>	<b>N/A</b>
<b>Goal 3 Obj. 2</b>	One-Stop Partner/ Combined Plan Partner	DSHS	Temporary Assistance to Needy Families (TANF) Predictive Risk Intelligence System (PRISM)	Funding is requested for the maintenance and operations of the TANF Predictive Risk Intelligence System (PRISM). Developed by the DSHS Research and Data Analysis Division, the pilot for this tool began in September 2014, with statewide implementation planned to start in spring 2015. By funding this request, DSHS staff in local Community Services Offices across the state will be able to access a system that leverages client data from multiple sources to identify risk factors impacting a TANF client's employability, and identify potential barriers to work.	<b>\$680,000 (\$408,000 request from state sources)</b>	<b>\$721,000</b>



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<b>Goal 2 Obj. 3</b>	One-Stop Partner/ Combined Plan Partner	DSHS	Two-Parent Work Participation	Funding is requested to require both parents in a two-parent family to participate full-time (32-40 hours per week) in the state's TANF program unless they are exempt from participation. The current participation standard for two-parent TANF families is full-time. However, under some circumstances, a family can choose to have one parent opt out of participation, provided the other parent participates 35 hours per week, or both parents can split the 35 hours per week participation requirement. This change is expected to increase the state's work participation rates, and decrease the potential of the state failing federal work participation requirements and being financially penalized.	<b>\$22,100,000</b>	<b>N/A</b>
<b>Goal 2 Obj. 4 Goal 3 Obj. 1</b>	Title I Chapter 3 Subtitle E	Employment Security Department (ESD)	IT Systems Replacement	Maintain federal Reed Act appropriation for GUIDE systems replacement of the UTAB (Unemployment Tax and Benefits system).	<b>\$19,100,000 (federal funding)</b>	<b>\$23,500,000</b>
<b>Goal 2 Obj. 4 Goal 3 Obj. 2</b>	Title I – Workforce Development Activities	ESD	Support Increased Customer Service Needs and Decreasing Federal Revenues	Request appropriation authority from available state administrative contingency and employment services funds, to partially supplement decreasing federal revenues and meet customer service demands, after reducing 300 staff and other expenditures.	<b>\$19,500,000</b>	<b>N/A</b>



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<b>Goal 1 Obj. 3 Obj. 4</b>		Office of Superintendent of Public Instruction (OSPI)	Career and Technical Education (CTE) Course Equivalency	Funding would develop performance demonstrations to go along with statewide Career & Technical Education (CTE) course equivalency frameworks in math and science, to expand the availability of statewide CTE equivalency frameworks, and to train teachers in the use of the new frameworks. The 2014 Legislative Session mandated the development of statewide course equivalencies in math and science that meet high school graduation requirements. Efforts are underway to develop these course equivalencies, but additional funding is needed to develop performance assessments for the CTE frameworks that are aligned to both Next Generation Science Standards and Common Core State Standards.	<b>\$250,000</b>	<b>\$287,000</b>
<b>Goal 1 Obj. 1 Obj. 5 Goal 3 Obj. 1</b>	Title I – Chapter 2	OSPI	Dropout Prevention	These funds will help districts implement comprehensive guidance and counseling programs, effective interventions and supports for at-risk youth such as the Jobs for Washington Graduates program, and will provide OSPI with the capacity to use data to analyze and compare the success of districts' implementation of these programs designed to serve the most vulnerable students.	<b>\$19,800,000</b>	<b>\$2,000,000</b>
<b>Goal 1 Obj. 5</b>		OSPI	Elimination of High Stakes Test	This item would eliminate the graduation requirements associated with state assessments. This will reduce overall testing activities for students and districts.	<b>\$(29,400,000)</b>	<b>N/A</b>
<b>Goal 1 Obj. 1 Obj. 4 Obj. 6</b>		OSPI	Recommendations from the Career and Technical Education (CTE) Funding Report	OSPI was charged with reviewing CTE and Skill Center program funding formulas. The recommendations in this proposal will address issues in the current CTE program funding formula and would also phase in class size reductions for CTE and Skill Center programs as part of the McCleary decision.	<b>\$169,800,000</b>	<b>N/A</b>



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HSHW Goal/Objective	WIOA Crosswalk	Agency/Executive Request	Title	Description	FY 2015 – 2017 Request	2013 - 2014 Appropriation
<b>Goal 2</b>		State Board for Community and Technical Colleges (SBCTC)	Capital Budget Priorities	Community and technical college capital projects are scored and ranked based on the need for space, condition of existing facilities, prior planning, policy objectives, and estimated costs and timelines. New buildings are designed to last 50 years, and renovation projects extend the useful life of a building at least 20 years.	<b>\$367,000,000</b>	<b>N/A (No Capital Budget in 2014)</b>
<b>Goal 2 Obj. 3</b>	Title II – Adult Education and Literacy	SBCTC	Dedicated Funding for Basic Education for Adults	Funding will support basic education programs designed to serve Washington adults needing basic reading, math, technology and workforce skills. Funding would support actual ABE/ESL enrollments, increase available funding per student with an annual 15% increase to ABE funding (with the goal of moving to K-12 basic education rate), and assume growth in enrollments by 2,000 full-time equivalent (FTE) over two years.	<b>\$36,000,000</b>	<b>N/A (Part of base funding; not a specific allocation by the Legislature)</b>
<b>Goal 2 Obj. 3</b>	Title II – Adult Education and Literacy	SBCTC	Enriched FTE for the I-BEST Program	New, dedicated funding for 1,250 enrollments at \$6,000 per FTE.	<b>\$15,000,000</b>	<b>N/A</b>
<b>Goal 1 Obj. 5 Goal 2 Obj. 3</b>	Title I – Workforce Investment Activities Title II – Adult Education and Literacy	SBCTC	Expand and Increase Funding for the Opportunity Grant	Opportunity Grants help retain low-income adults who are training for high-wage, high-demand workforce careers by providing tuition assistance, tutoring, emergency child care and transportation services. Funding would increase the size of individual Opportunity Grants by 25 percent as well as expand the program by 600 students. The retention rate for students receiving an Opportunity Grant was 84 percent in 2013.	<b>\$11,000,000 (in new funding)</b>	<b>\$23,600,000</b>



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<b>Goal 2 Obj. 3 Goal 3 Obj. 1</b>	Title I – Workforce Investment Activities	SBCTC	Flexible Funding Pool for Local Workforce Education/ Training Needs	Establish a pool of funding to respond to future workforce program needs that exceed current offerings or standards. Funding would be for one-time costs associated with a new workforce program or updating existing programs to new standards. The workforce pool will assist colleges in responding to industry needs that may exceed current resource levels.	<b>\$5,000,000</b>	<b>N/A</b>
<b>Goal 2 Obj. 3</b>	Title I – Workforce Investment Activities	SBCTC	Improving Success in Math; Expansion of MESA Program	Request will: 1) Support colleges implementing New Pathways model built on research-based principles for pre-college math, with the assistance of the Dana Center at the University of Texas, and; 2) Support the expansion of the MESA program into 14 new districts. The MESA program provides a clear onramp from K-12 to college in high-demand STEM fields	<b>\$10,000,000</b>	<b>\$410,000 (MESA pilot bridge funding after federal grant ended)</b>
<b>Goal 2</b>		SBCTC	Increase System Employees' Compensation	Community and technical colleges are requesting the restoration of the I-732 cost-of-living adjustment as well as increased compensation for all staff. This request includes funding for faculty salary increments.	<b>\$29,000,000</b>	<b>N/A</b>
<b>Goal 2 Obj. 3 Obj. 4</b>	Title I and Title II	SBCTC	Reinvest in Academic, Completion and Career Advising Services	Increase student support focusing on strategies that improve spring-to-fall retention for first year students. Strategies include mandatory orientations and career assessments with quick, thorough follow-up. The retention rate improvement goal for first year students would be a 4.5 percent increase by the end of 2017 (current = 64.5 percent).	<b>\$19,000,000</b>	<b>N/A (Part of base funding; not a specific allocation by the Legislature)</b>
<b>Goal 2 Obj. 3 Goal 3 Obj. 1</b>	Title I Chapter 4 Accountability	SBCTC	Student Achievement Initiative Funding	Increase share of system funding based on student performance. Performance funding for districts would move to 5 percent of appropriated funding.	<b>\$58,000,000</b>	<b>\$10,500,000</b>



**TO:** Computer Science Stakeholders  
**FROM:** Drew Hansen & Chad Magendanz  
**DATE:** October 6, 2014  
**RE:** Computer Science Shortage Strategic Plan **[DRAFT]**

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We have been working for the past several months with businesses, educators, and nonprofits to develop a strategic plan to address our state's shortage of computer science professionals. Although businesses in many fields face shortages of trained workers, the problem is particularly acute in computer science: nationally, 71% of STEM job growth is in computer science, and Washington state companies create far more computer science jobs than we as a state produce trained workers—a gap of about 2000 per year; as large as the gap for the next three shortage industries (engineering, science, and health professions) combined.

We are proposing the initiatives below—a mix of legislation, budget requests, and ideas that can move forward without legislative action—as a strategic plan directed at our business community's most urgent workforce challenge. We present these ideas as an inspiration for further discussion: we fully expect to revise this plan after further consultation with interested stakeholders.

We want to make two (perhaps obvious) points at the outset. First, none of what we are proposing will work without adequate investment in the foundation: an adequate maintenance-level budget for our colleges and universities and ample funding for basic education in our elementary and secondary school system. We envision what we outline here to supplement—rather than replace—adequate investment in the foundations of our education system. Second, we recognize that, given the challenges posed by the *McCleary* decision, many of the ideas we propose cannot be funded without new revenue. But we are bringing these ideas forward nonetheless because we strongly believe that the plan we outline here is an appropriate and prudent investment in our state's economic future.

### **1. Increase computer science degree production from our colleges and universities.**

From our conversations with recruiters at the state's major technology companies, we know that our most urgent need is a very simple one: we need more outstanding graduates with computer science degrees from our state's top programs. We could literally double or triple the number of top-flight computer science graduates from Washington state universities and we would *still* not satisfy our local companies' needs. We therefore propose a massive expansion of computer science degrees, focusing on the programs that our technology companies value most highly.

- *Invest in a significant expansion of computer science degrees at the state's flagship computer science program at the University of Washington (Seattle) (about \$8 million/year)*

- The University of Washington Computer Science & Engineering (CSE) department is unique: it is a nationally recognized, top-flight program, producing first-class undergraduates and graduates who our technology companies will snap up as quickly as they finish school. Once the UW expands its Seattle program based on the most recent influx of funding it will be producing around 375 degrees per year (undergraduate and graduate); we propose *significantly expanding the capacity of UW Computer Science* to 600 degrees per year.
- *Support the excellent computer science programs at Washington State University and Western Washington University* (about \$5.5 million/year)
  - Our leading technology companies recruit not just at the University of Washington but at Washington State University (WSU) and Western Washington University (WWU). These institutions have developed particular areas of expertise (programming for hardware at WSU; computer security and data analytics at WWU) that our employers value highly. We should support the expansion of these programs as well.
    - WSU has requested additional funds to expand its CS degree production (graduate and undergraduate) in Pullman by 440 new students over six years, which would be a 65% increase in degree production (\$5.5 million/year). This should be a high priority: we know from employers that the WSU CS department produces graduates that are highly valued. Separately, WSU also wants to start new undergraduate programs in software engineering and data analytics in Everett, with a goal of enrolling 50 students annually. These would cost \$629K (software engineering) and \$605K (data analytics). We are open to these initiatives; WSU has a track record of successfully propagating its programs elsewhere (*e.g.* engineering, which has a highly successful satellite at Olympic College in Bremerton).
    - Right now, WWU is still absorbing the last \$1.5 million we allocated for computer science and engineering, so further funding will not be productive in the near term. However, we will be back in touch with WWU after this budget cycle to see how we can support them in 2017 and beyond.
- *Help colleges and universities construct the buildings where all this new teaching will take place* (TK/year)
  - We have heard repeatedly about physical capacity constraints for teaching computer science at the college and university level. We expect that much of the support for new buildings should come from private donors (including industry), but we also believe the state should play some role in supporting these construction efforts.

- *Support women, low-income students, and other groups historically underrepresented in computer science by maintaining existing funding for the MESA program (\$410K/year)*
  - A technology company competing in a global economy needs a global talent pool, including substantial representation from women, low-income students, and other groups who have not historically made up the majority of computer science graduates. The state’s MESA program has shown great success by working with cohorts of historically underrepresented students in STEM fields to ensure they stay in their chosen majors and succeed; we propose maintaining existing support for that program.
- *Speed up degree production by making it easier for students to transfer credits*
  - Systemwide, about half of our college and university graduates started their education in community college; that pattern generally holds true for computer science as well. However, analysis of credit accumulation by the State Board for Community and Technical Colleges (SBCTC) shows that many transfer students who major in computer science are retaking courses or otherwise doing unnecessary work. We therefore propose *working with SBCTC to create a model advising guide* for students considering computer science careers, which could—if necessary—lead to an effort to *create a Major Related Pathway (MRP) for computer science*—modeled on the existing successful MRP for Business majors—that will ensure that any student who takes a certain set of courses in community college will have satisfied the prerequisites to major in computer science at our four-year universities.

## **2. Build the pipeline in the K-12 system**

Once we expand the slots in our most valuable programs, we can start filling the pipeline of the next generation of computer science professionals by investing wisely in our K-12 public education system. We propose a number of initiatives directed at building the pipeline of students interested in computer science who will—we hope—be inspired to pursue that passion in higher education.

- *Spark student interest in computer science*

Our research shows that many high schools do not offer AP computer science because of a claimed lack of student interest. We believe that we can do more to spark students’ passion for computer science. Specifically, we propose that we:

- *Maintain funding for FIRST Robotics or similar robotics programs* (currently \$300K/year if matched by private donations).
  - Local technology recruiters consistently identify FIRST Robotics as an important program introducing kids to computer technology; a recruiter

for one flagship technology company told us he could show us a “stack of resumes” of successful candidates whose interest in computer science started with FIRST Robotics. We should maintain our state’s traditionally strong partnership with FIRST Robotics and consider partnering with other robotics programs such as VEX Robotics.

- *Create a competitive grant program for other creative ways to get historically underrepresented kids interested in computer science* (about \$250K/year).
  - We want to make sure that we are reaching out to people who are historically underrepresented in computer science—not just girls but also low-income and minority kids as well. We propose a new competitive grant program to support innovative ways to inspire kids from groups that historically have not entered computer science careers. There are many successful models already, from App Day to computer science literacy in the Girl Scouts and 4-H; we would like to support these initiatives with a new state grant program. We already support efforts to encourage minorities in STEM fields at the K-12 level through the K-12 MESA programs; as far as we know, these programs have never been evaluated in any rigorous way.
- *Continue the state (and individual districts’) partnerships with Code.org*
  - Code.org has done truly remarkable work in getting kids (and educators) fired up about teaching computer science. They currently partner with many Washington state districts and provide professional development to many educators; these are partnerships that we would like to see continue.
- *Train more educators to teach computer science*

Our research shows that schools cite a lack of a qualified teacher as a reason for failing to offer AP computer science. We propose supporting educators who want to become qualified to teach computer science in the following ways:

- *Create a specialty teaching endorsement in computer science*
  - A “specialty endorsement” is a badge of technical competence that certifies that an educator has achieved competency in a particular area. We currently have specialty endorsements in a number of subjects including Gifted Education and Environment and Sustainability Education. UW-Bothell has already expressed interest in creating a specialty endorsement in computer science; we strongly support this effort. The endorsement would be created by the Professional Educator Standards Board (PESB) (which could happen without legislative action), though UW Bothell has suggested that they may request some funding for this; they estimate \$275,000 to \$350,000 to pay for the initial design of the

program (curriculum and instructional design and provide scholarships as incentives). Of that, the program design costs (about \$100,000) would need to come first.

- *Create a competitive grant program to support professional development for educators to get trained to teach computer science, either as a stand-alone course or as an integrated part of other courses (\$250K/year)*
  - As former National Teacher of the Year Jeff Charbonneau tells us, many educators would love to incorporate coding into their curriculum but don't know where to start. We can support them by creating a competitive grant program for educators to gain proficiency in computer science (building on our existing AP computer science grant program), supporting educators who want to gain proficiency in teaching computer science either to do their own stand-alone CS courses or to integrate CS into their existing courses (*e.g.* by creating shareable modules and draft lesson plans that show how computer science can be integrated into Common Core and Next Generation Science Standards). Massachusetts recently created a \$1.5 million fund (to be matched by private donations) to train teachers in how to teach computer science; we should be competitive with this effort.
- *Expand computer science offerings in the teacher training programs in the state's education schools & integrate computer science into the education school curriculum*
- *Increase awareness among industry professionals of industry routes to certification to teach computer science*
  - There is an easy way to become certified as a classroom teacher if you are an industry professional: your industry work counts towards certification, you just need to take courses in subjects such as classroom management and pedagogy. However, we have heard anecdotally that many industry professionals aren't aware of this pathway; we would like to raise awareness of this option. (We are also doing some follow-up technical work to make sure that this option is in fact as easy as we have heard.)
- *Adopt rigorous, high-quality computer science standards*
  - As we expand computer science offerings at the K-12 level, we want to make sure that our courses are rigorous and high-quality. We can further that goal by *adopting the Computer Science Teachers Association (CSTA) Computer Science standards*, which educators in the field support and which will give OSPI a blueprint for what counts as computer science.
- *Make it easier for students to fit computer science into their crowded schedules*

- Student schedules are already crowded and likely to become more crowded with the rollout of the 24-credit diploma for the class of 2019 through HB 6552. We took a major step forward with our legislation to require AP Computer Science to count as math or science for graduation (HB 1472); we propose building on that success by *using the course equivalency process created in HB 6552* to make it easier for students to use rigorous computer science courses to satisfy appropriate math and science requirements.
- *Expand dual-credit options so that high school students can get college credit for computer science courses*
  - We can further encourage students to take computer science in high school by ensuring that appropriate high school classes count for college credit; we would like to build on existing dual-credit work and expand dual-credit options in computer science.

### **3. Innovate and create new ways to train computer science professionals.**

We have a highly successful college and university system, with a nationally recognized computer science program at the University of Washington and market-recognized centers of excellence throughout our system. But we are well aware of the exciting developments in higher education—from online learning to competency-based degrees to short-term certificate programs—that offer us appealing opportunities to train computer science professionals outside of the traditional two-year and four-year college system.

- *Create a competency-based computer science degree (about \$500K, one-time)*
  - Western Governors University (WGU) has already shown that it can train students quickly in careers as diverse as nursing and business with a hybrid online, competency-based degree process. WGU would like to create the state’s first competency-based computer science degree, a template that we can use at other colleges.
- *Support short-term (12 to 16-week) “coder conversion” courses*
  - The University of Washington is currently exploring the feasibility of a short-term course where competent graduates who are having difficulty finding employment take a short course to learn the basics of computer science. We strongly support these efforts.
- *Support longer-term (12mos. or longer) efforts to create coders, particularly drawing from historically underrepresented populations*
  - The ADA Developers Academy is a 12-month program—24 weeks in the classroom, followed by a 24-week internship. It is successfully matching

women with short-term coursework and internship opportunities at our state's technology companies.

- *Expand availability of internships*
  - The most important badge of proficiency for a high-end technology employer is previous experience at another high-end technology employer: an internship at one of the flagship technology companies is worth as much (or more) as a degree from a high-end program. We need to expand the availability of internships to connect more students (from all schools) with top internships; this will be one of the best ways to help our students develop the skills and badges of competency that employers value. The WTIA is currently working to establish an Intern Resource Center that will help small and medium-sized companies start and grow their internship programs; this initiative will move forward without our involvement but we will monitor it to see if there is any way we can help.
  
- *Support and expand “nanodegrees” and other online learning opportunities*
  - Udacity has recently announced partnerships with AT&T to create “nanodegrees”: short-term online learning programs that AT&T will accept as credentials for certain jobs. We are thrilled to see this opportunity; we are committed to supporting any similar inventive program to train computer science professionals outside of the traditional college and university system.

## Department of Social and Health Services

# Budget Proposals for 2013-15 that Would Impact Services to Low-income Families, Children & Youth

Revised on October 8, 2014

The Department of Social and Health Services has developed the following workforce development-related budget proposals that will be of interest to the Workforce Training and Education Coordinating Board. More information about these proposals is available on the DSHS website at <http://www.dshs.wa.gov/budget/2015-17prioritization.shtml>.

### Proposals that Require Additional Spending

#### ***Increase State Funding for Vocational Rehabilitation Services – \$2.5 million GF-S***

Additional funding is requested in order to earn the full amount of federal vocational rehabilitation grant funds available to Washington State. By funding this request, the Division of Vocational Rehabilitation Services expects to maintain rehabilitation and employment services to individuals with disabilities and avoid a loss of federal funds due to a failure to meet state spending requirements.

#### ***At-risk Youth Intervention Services – \$800,000 GF-S***

Funding is requested to allow the Department to continue to provide at-risk youth prevention and intervention services. The Juvenile Justice and Rehabilitation Administration received \$400,000 from the Legislature for SFY 15 for these services, which include case management, employment services, education services, vocational training and street outreach intervention services that are critical to helping youth become healthy and productive members of society.

#### ***TANF Grant Increase – \$62 million GF-S***

This request would restore the cash payment standards for the Temporary Assistance for Needy Families (TANF) program to levels in place prior to February 1, 2011, when grants for these programs were reduced by 15%.

#### ***Two Parent Work Participation – \$22.1 million GF-S, 9.7 FTEs***

Funding is requested to require both parents in a two-parent family to participate full-time (32-40 hours per week) in the state's TANF program unless they are exempt from participation. The current participation standard for two-parent TANF families is full-time. However, under some circumstances, a family can choose to have one parent opt out of participation, provided the other parent participates 35 hours per week, or both parents can split the 35 hours per week participation requirement. This change is expected to increase the state's work participation rates and decrease the potential of the state failing federal work participation requirements and being financially penalized.

#### ***TANF PRISM – \$680,000 (\$408,000 GF-S)***

Funding is requested for the maintenance and operations of the TANF Predictive Risk Intelligence System (PRISM). Developed by the DSHS Research and Data Analysis Division, this tool will be piloted in September 2014, with statewide implementation planned to start in Spring 2015. By funding this request, DSHS staff in local Community Services Offices across the state will be able to access a system that leverages client data from multiple sources to identify risk factors impacting a TANF client's employability and identify potential barriers to work.

### Reductions that May be Necessary to Maintain Core Client Services

#### ***Reduce State Funding for Vocational Rehabilitation Services – savings of \$1.2 million GF-S***

The Department would reduce GF-State funding in the DVR program by \$1,178,000. By implementing this reduction, the DSHS Division of Vocational Rehabilitation would be unable to earn GF-Federal funding in the amount of \$5,102,000. This reduction in funding would impact approximately 2,348 individuals with disabilities who want to work.

**No WorkFirst Participation Incentives – savings of \$21 million GF-S, 27 FTEs**

The Department would not issue a 15% incentive payment to TANF clients who are participating in approved WorkFirst activities of at least 20 hours per week and meeting the requirements of their Individual Responsibility Plans.

**Reduce Funding for TANF Work Study Programs – savings of \$2 million GF-S**

These funds were added in the last legislative session to increase work study services for TANF families. The Department would reduce funding for Work Study programs provided to TANF families through the State Board of Community and Technical Colleges.

**Reduce Funding for Subsidized Employment and LEP Services Provided through the Department of Commerce – savings of \$3 million GF-S**

The Department would reduce funding for subsidized employment programs (e.g., Community Jobs and Community Works) and LEP services provided to TANF families through the Department of Commerce.

**Reduce Limited English Pathway Services – savings of \$4.7 million GF-S**

By eliminating state funding, the Department would reduce employment services available to refugees and legal immigrants through the Limited English Proficiency (LEP) Pathway program by 30 percent. This reduction includes the elimination of targeted assistance to refugees and legal immigrants (who are not naturalized citizens) that is available to them through a specialized Basic Food Employment and Training program (BFET), which uses state funds to match federal dollars. This would result in the loss of \$1.8 million in federal funding for these services.

# 2015-17 OPERATING BUDGET REQUEST

## Building a Work-Ready Washington

### Operating budget request: \$182 million

The State Board for Community and Technical Colleges' \$182 million operating budget request is designed to fuel our rebounding economy and advance state education goals: by 2023, at least 70 percent of Washingtonians will have a postsecondary credential; and 100 percent will have a high school degree.

#### Prepare students for college and careers

- **Basic Education for Adults (\$51 million)**  
Washington's population is growing fastest in areas that have traditionally had the lowest rates of educational attainment. Community and technical colleges are requesting dedicated funding to provide training and education for this emerging workforce. Funding will support the renowned I-BEST model and other basic education programs designed to serve Washington adults needing basic reading, math, technology and workforce skills. Basic education also includes English language and high school completion programs.

#### Keep students on-track toward degrees and certificates

- **Performance funding (\$57.6 million)**  
The Student Achievement Initiative is the community and technical colleges' performance funding model used to award colleges for getting students to critical educational milestones, including earning degrees and certificates. Additional funding will place more emphasis on performance funding as a share of the system budget.
- **Advising, career counseling services (\$18.5 million)**  
Academic advising, career counseling and other support services keep students on-track to graduate on time. Our colleges are launching innovative programs to increase student success, such as "intrusive" outreach and one-stop advising and enrollment centers. These models work; new investments will scale them system-wide, with an emphasis on first-year students.
- **Opportunity Grant (\$11.4 million)**  
Opportunity grants help retain low-income adults who are training for high-wage, high-demand workforce careers by providing tuition assistance, tutoring, emergency child care and transportation services. Community and technical colleges are requesting funding to adjust awards to catch up with recession-era high tuition increases, and to expand access for additional students.

#### Fast Facts

- When adjusted for inflation, the 2013-15 state budget spends 23 percent less each year for community and technical colleges than in 2009.
- Community and technical college students now pay 35 percent of their higher education, up from 24 percent in 2009.
- Our community and technical college tuition is now the 16th highest in the nation.\*
- The Legislature has not funded salary increases for faculty and professional staff since 2008.

\*Per WSAC "2013-14 Tuition and Fee Rates: A National Comparison," July 2014.

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## **Close skill gaps, fill jobs**

- **Improve success in math and STEM (\$10 million)**

Research shows that math continues to be a stumbling block for too many students and is a significant barrier to college completion. Community and technical colleges are requesting funding to redesign the math pathway between K-12 and higher education so fewer college students need remediation and more students successfully complete college level math.

Our system is also requesting funds to expand the Math, Engineering and Science Achievement (MESA) Community College Program that provides a clear onramp from K-12 to college in high-demand STEM fields. Funding would expand the current six pilot colleges to 20 colleges across the state.

- **Rapid response workforce fund (\$5 million)**

Companies create jobs where they can find capable workers to fill them. Our system is requesting a rapid-response fund that will allow colleges to act even faster when a business need emerges in a local community. This ongoing funding will be used to provide a one-time cash infusion to colleges on an as-needed basis to update or start a program on-demand.

## **Sustaining a high-quality learning environment**

- **Investments in faculty and staff (\$29.1 million)**

Faculty and staff are critical to student success and serve as the system's core resource. To maintain excellent education for students, community and technical colleges are requesting the restoration of the I-732 cost-of-living adjustment as well as increased compensation for all staff. This request includes funding for faculty salary increments.

## **Please also see our capital budget request: \$367 million**

- **Building 21st century facilities**

Campus construction projects provide the needed repairs, upgrades and new space for high-demand, high-tech programs and student services. Community and technical colleges have prioritized a list of capital projects that contribute to student success through innovative instruction centers and other student-focused facilities across the state. Several colleges are also requesting authority for alternatively financed projects to leverage community partnerships and enhance student support. Please see our companion capital budget fact sheet for details.

## WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

# 2015-17 CAPITAL BUDGET REQUEST

## Building a Work-Ready Washington

### Capital budget request: \$367 million

Community and technical college capital projects are scored and ranked based on the need for space, condition of existing facilities, prior planning, policy objectives, and estimated costs and timelines. Our new buildings are designed to last 50 years and renovation projects extend the useful life of a building at least 20 years. Our approach to long-term planning, flexible designs and quality construction allows us to adapt buildings to meet changing needs.

Priority	Type	College	Number	Project	New	Biennium
1	O&M Fund Swap	Statewide	30000709	O&M Fund Swap	\$22,800,000	\$22,800,000
2	Minor Works - Preservation	Statewide	30001106	Emergency Repairs and Improvements	\$19,360,000	\$42,160,000
3	Minor Works - Preservation	Statewide	30001155	Roof Repairs	\$12,534,000	\$54,694,000
4	Minor Works - Preservation	Statewide	30001182	Facility Repairs	\$20,733,000	\$75,427,000
5	Minor Works - Preservation	Statewide	30001216	Site Repairs	\$2,829,000	\$78,256,000
6	Minor Works - Program	Statewide	30001038	Minor Program Improvements	\$24,200,000	\$102,456,000
7	Major Project - Construction	Olympic	30000122	College Instruction Center	\$48,516,000	\$150,972,000
8	Major Project - Construction	Centralia	30000123	Student Services	\$33,627,000	\$184,599,000
9	Major Project - Construction	Columbia Basin	20082704	Social Science Center	\$15,596,000	\$200,195,000
10	Major Project - Construction	Peninsula	30000126	Allied Health and Early Childhood Dev Center	\$26,868,000	\$227,063,000
11	Major Project - Construction	South Seattle	30000128	Cascade Court	\$31,512,000	\$258,575,000
12	Major Project - Design	Big Bend	30000981	Professional-Technical Education Center	\$2,040,000	\$260,615,000
13	Major Project - Construction	Renton	30000134	Automotive Complex Renovation	\$16,915,000	\$277,530,000
14	Major Project - Design	Spokane	30000982	Main Building South Wing Renovation	\$2,823,000	\$280,353,000
15	Major Project - Design	Highline	30000983	Health and Life Sciences	\$2,932,000	\$283,285,000
16	Major Project - Design	Clover Park	30000984	Center for Advanced Manufacturing Technologies	\$3,144,000	\$286,429,000
17	Major Project - Construction	Edmonds	30000137	Science Engineering Technology Bldg	\$35,126,000	\$321,555,000
18	Major Project - Design	Wenatchee	30000985	Wells Hall Replacement	\$2,416,000	\$323,971,000
19	Major Project - Design	Olympic	30000986	Shop Building Renovation	\$823,000	\$324,794,000
20	Major Project - Design	Pierce Fort Steilacoom	30000987	Cascade Building Renovation - Phase 3	\$2,940,000	\$327,734,000
21	Major Project - Construction	Whatcom	30000138	Learning Commons	\$31,332,000	\$359,066,000
22	Major Project - Design	South Seattle	30000988	Automotive Technology	\$1,874,000	\$360,940,000
23	Major Project - Design	Bates	30000989	Medical Mile Health Science Center	\$2,898,000	\$363,838,000
24	Major Project - Design	Shoreline	30000990	Allied Health, Science & Manufacturing	\$3,060,000	\$366,898,000
<b>Total:</b>					<b>\$366,898,000</b>	

### Authorize Locally Funded Certificates of Participation

Nine community colleges are requesting legislative approval to issue locally-funded certificates of participation, for a combined total of \$94.5 million over the biennium: Centralia, Highline, Lower Columbia, Tacoma, Clark, Green River, Walla Walla, Columbia Basin, and Lower Columbia.

